

MATAI International Journal of Language Education
Volume 1, Number 1. Pp. 22-36. Accepted in 16 November 2020
E-ISSN : 2774-6356

Using RAP (Read, Ask, Put) Strategy to Improve Students' Ability in Reading Comprehension at Class VIII2 of SMP Negeri 2 Dobo

Stella Rose Que*

Pattimura University, Indonesia

*Corresponding E-mail: stella.que@fkip.unpatti.ac.id

Vini Alvionita Wakim

Pattimura University, Indonesia

E-mail: wakimvini@gmail.com

Abstract

This study was conducted to determine the effectiveness of the RAP Strategy in improving students' reading comprehension at the second grade of SMP Negeri 2 Dobo and also to know students' responses toward the implementation of the RAP Strategy into improving students' reading comprehension. This study used Classroom Action Research (CAR). The procedure of the research consisted of four main steps; planning, implementing, observing, and reflecting through cycles. This study was conducted in two cycles. The instruments were a test, an observation checklist, and a questionnaire. The criteria of success were set by a score ≥ 18 . The implementation was successful if 75% of the students got a score > 18 . The findings showed that the students' scores in the reading comprehension test improved in cycle 2. The data showed that the average score in the reading comprehension test improved from 8 students (32%) who got a fair-excellent level to 25 students (100%) who got a fair-excellent level. From these findings, it can be inferred that the RAP Strategy has proven to be able to improve students' reading comprehension. In addition, students presented their positive attitude during the implementation of the RAP Strategy. This could be seen in their responses to the questionnaire and observation checklist. Finally, it is suggested that the teacher needs to use a RAP Strategy, especially in teaching reading comprehension. It is also suggested that further researchers can use the result of this research as a reference.

Keywords RAP Strategy, Reading Comprehension, and Narrative text.

Introduction

Reading is considered an important aspect of the learning process. According to Healy (2002), Reading comprehension is the understanding of the written word, the understanding of the content that is being read, and the construction of meanings of the text. Students as the readers should not only know every word of the text that they read but also they need to understand the text itself. The purpose of reading is to gain information and comprehend it well. As mentioned by Pang (2003) Comprehension is not a passive process but it is an active one. At this point, students as learners should be good readers that are active in the

reading section throughout the lesson and also they must use their background knowledge and their own words to understand and comprehend the text that they read.

The preliminary study was done by the researcher at SMP Negeri 2 Dobo, especially at class VIII-2. In order to get the data, the researcher used an interview and observation checklist and questionnaire. From the observation, the researcher found that the problem faced by the students occurred in the area of reading comprehension. The researcher discovered that students' reading comprehension was poor. The most potential problem that

students in a class have most of the students faced difficulties in understanding and answered the question of reading narrative text. This was caused by the use of the strategy did not work effectively because the teacher did not provide a clear guideline to help students in learning narrative text. Therefore, the writer proposes the RAP Strategy under this research, to find out the usefulness of the RAP strategy in improving students' reading comprehension at class VIII-3 of SMP Negeri 2 Dobo and to find out the students' responses toward the use of RAP Strategy.

Literature Review

A. Definition of Reading Comprehension

Reading has many definitions. According to Healy (2002), Reading comprehension is the understanding of the written word, the understanding of the content that is being read and the construction of meanings of the text. Students as the readers not only know every word of the text that they read but also they have to understand the text itself. So it means that reading is an activity of human eyes to know or to decode the symbols of alphabets found in the written text, extracted mainly to gain particular information. Reading is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

According to Khand (2004) Reading is a receptive language process. It is the ability to understand words and language. In order

to communicate successfully; students need to have the ability to gain information and meaning or receptive language skills. Students are not only interacting with the text, but they also practice to remember or recall the information in their memory, think actively, and monitor their own comprehension. These things help students achieve a good reading comprehension, since they can interact with the text; evaluating and identifying specific information by questioning, recalling them, and monitoring their own comprehension. This will fit with the purpose of reading comprehension: to increase personal involvement in reading material, understanding the content information in the text and to recall text information in memory.

Furthermore, according to Woolley (2010) Reading comprehension is the process of making meaning from text and it is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. It means that every student who reads what the text that they read should understand it well and also know about the content of the text itself. According to Mikulecky (2008) Reading is a conscious and unconscious thinking process. The students must have any strategies to apply, in this point means that it can help them to reconstruct the meaning that the author assumed. The students must compare the information in the text with their background knowledge and prior experience.

B. Types of Reading

Koeak (2011) noted that there are the following types of reading and the corresponding types of activities to develop the corresponding reading skills:

- **Skimming reading** is reading to confirm expectations; reading for communicative tasks.

- **General reading or scanning** is reading to extract specific information; reading for general understanding.
- **Close reading or searching reading** is reading for complete understanding; reading for detailed comprehension (information; function and discourse).

Skimming is the most rudimentary type of reading. Its object is to familiarize you as quickly as possible with the material to be read.

Scanning is a skill that requires that you read quickly while looking for specific information. To scan a reading text, you should start at the top of the page and then move your eyes quickly toward the bottom. Generally, scanning is a technique that is helpful when you are looking for the answer to a known question.

C. Text Material in Reading Class

According to U.S Department (2010) when they selecting a text for teaching reading comprehension there are many types of text commonly used by teachers; procedure, descriptive, recount, explanation, analytical exposition, and narrative text at the second level of SMP, the text that is usually used is narrative, reports, descriptive, procedure.

Choice of text can make students break or succeed in reading lessons. Because students have such different needs, there are no such things as “one size fits all “

Teacher should introduce students to a variety of text that:

- Are rich in idea and information,
- Have a level difficulty appropriate to the students word reading and comprehension skill, and
- Support the purpose of the lesson.

Many resources are available to the teacher as they for high quality text. The teacher also must choose text types, she should use both narrative and informal text to teach reading comprehension, since they require

different reading skills for mastery. However, in this research, the writer focused only on narrative because it follows the school curriculum and will work with both the researchers to apply reading strategies to improve students' reading comprehension. Narrative text is a kind of text that functions to amuse, entertain, and to deal with actual or vicarious expression in different ways. (Pardiyono. 2003, as cited in Mazna, nd) .The purpose of the text is to entertain or to amuse the readers or listeners about the story. The generic structure of Narrative text usually has three components. First is **Orientation**, this part is the opening paragraph where the characters of the story are introduced. Second is **Complication**, this part is the problems in the story developed. Third is **Resolution**, this part where the problems in the story are solved.

D. The Importance of Teaching Reading Comprehension

Reading for comprehension is an important educational goal. For both children and adults, the ability to comprehend reading, opens up new worlds and opportunities. According to Khand (2004) Reading is considered to be the indispensable channel of communication in an ever widening world. Reading comprehension skills increase the pleasure and effectiveness of reading. Strong reading comprehension skills help in all other subjects and in the personal and professional lives. Reading comprehension is what allows the reader to interact with the text in a meaningful way. It's the bridge from passive reading to active reading. Reading comprehension is the crucial link to effective reading; a strong factor in our educational and professional lives. Furthermore, reading comprehension is the ability to understand what you have read and is a crucial part of all students. So it means that when the students have a good

reading comprehension, it can bring a good impact for the students' performance in class. (Hedge 2003 as cited in Suleiman 2005) states that any reading component of an English language course may include a set of learning goals for:

- The ability to read a wide range of texts in English.
- Building a knowledge of language which will facilitate reading ability
- Building schematic knowledge
- The ability to adapt the reading style according to reading purpose (i.e. skimming and scanning)
- Developing an awareness of the structure of written text in English
- Taking a critical stance to the contents of the text.

It is an important ability that should be possessed by the students in order to achieve success in academics. This also means that reading comprehension will give a good impact for the students' academic performance. Otherwise, students who lack reading comprehension are lazy and nervous when they are faced with any kind of text. They also have a poor performance in reading class, when doing the tasks given based on the text; they also have lower scores in test, quiz, or examination because of their poor reading comprehension. The importance of teaching reading is to enchain students as the reader to be competent in reading. The purpose which can influence the reader when they are in reading classes, like in real life, varies from text to text. That is, students should be more active in reading. Understanding what students read is the key to reading. They must use their knowledge and thoughts to read and comprehend written text. Reading comprehension is the goal of reading itself. After reading the text, students can absorb

the information or messages and they can tell back in their own words.

According to Khand (2004) He stated that by teaching reading through interactive approach students may be able to achieve the following objectives:

- Can develop meaningful communication
- Can be and an active role for students in decision making process
- The students can interact with each other, help and evaluate themselves in pairs/group work.

E. Problems in Teaching Reading Comprehension

According to Gagen (2007) Students have problems reading because they lack specific skills necessary for proficient reading. The problem that find in students when teaching reading comprehension:

- **Not Paying Attention to Detail:** The student needs to carefully process all the letters in words. Problems with attention to detail include missing sounds, adding sounds that are not present, missing endings and other details. Accuracy is critical. Help the student learn to process words carefully and pay attention to detail. Stopping students when they miss a word and having them re-read it helps teach careful attention to detail.

McNamara (2009) stated that Reading problems stem from several sources. First, the student may not be able to read the words themselves. Indeed, word decoding development and deficits are the concern of many researchers and educators, particularly for the students has sometimes led to the neglect of the counterpart of word decoding: sentence comprehension. Numerous problems can occur for the reader at the comprehension level. Understanding how the words come together in each sentence

can be a challenge. Or, the student may understand each word and even each sentence, but fail to understand the relationships between the sentences and the meaning of the text as a whole. Further, the stumbling block may not be sufficient reading ability to understand more familiar genres of text, but rather, the student may only falter when faced with challenging, knowledge demanding text. The reader may lack the requisite knowledge. More importantly, the student may lack the reading strategies necessary to overcome such challenges.

F. RAP Strategy

In the teaching and learning process, the teacher must use an effective strategy as a way for students to be more active. According to Welan (2003) Strategy is a way to give learning material and also to achieve one or more goal. The writer choose RAP as a strategy to overcome the reading problem because RAP strategy is a simple strategy that is easily incorporated into existing curriculum without taking time away from critical content instruction. RAP Stand for, “**Read** a paragraph, **Ask** yourself what were the main ideas and details in paragraph and **Put** the main idea and details into your own words. (Schumaker et al., 1984 as cited in Hagaman et al., 2010).

Reading comprehension is an important part for some students, it makes many reading experts try to create a lot of ways or strategies to make students understand it. One alternative strategy to improve students' reading comprehension is to use a Rap strategy. According to (Schumaker et al., 1984 as cited in Hagaman et al., 2010) to apply RAP strategy in the classroom, there are some steps the teacher need to follow, these are:

Step 1: Read a paragraph silently

The teacher says, “As you read, be sure to think about what the words mean.”

Step 2: Ask yourself the following question: What were the main ideas and details of this paragraph?

The teacher defines the main idea (the general subject covered in the paragraph). The teacher defines the details (bits or pieces of information related to the main idea). The teacher describes how to locate the main idea. He/she says, “To locate the main idea, you will need to ask yourself some questions and look through the paragraph. The first question you should ask yourself is: What is this paragraph about?”

The teacher says, “You should answer this question with this statement: This paragraph is about.” The teacher describes how to locate the details. He/she says, “The details are what is left in the paragraph after you’ve named the main idea. They are the facts you think you will need to remember for a discussion in class or for a test.”

Step 3: Put the main idea and details in your own words.

The teacher says, “When you put the information into your own words, you are making the information your own. You are changing it so that it makes sense to you. This helps you to remember it. To put the information into your own words, look away from the paragraph and then make one statement about the main idea of the paragraph. Next, tell about all the details you can remember. Make sure you include at least two details related to the main idea.

G. Previous Studies

RAP Strategy is designed to enable students to gain information from textbooks. This strategy can help students in improving their reading comprehension, RAP Stand for, “**Read** a paragraph, **Ask** yourself what are the main ideas and details in a paragraph and **Put** the main idea and details into your

own words. (Schumaker et al., 1984 as cited in Hagaman et al., 2010) the researcher choose RAP as a strategy to overcome the reading problem because RAP strategy is a simple strategy that is easily and effective for improving reading comprehension and this strategy can be used for elementary, middle, and high school students across many different content areas. In their research, they found that the explicit instruction of this strategy used to comprehend the text. This strategy included summarizing the main idea and putting events or information to which text leading, drawing inference and monitoring for misunderstanding. Based on the teacher experience when using this strategy, it is good for the students because it help them to understand the text when they paraphrase, they read the text, and ask their self of what's the main idea of the text and they put what they find in the text, so it can make easy for them to understand and answer the text.

Another investigation by Hughes (2011) in his article said that using RAP strategy as an example, the strategy is presented as a way to help them learn to comprehend more independently and remember reading content by transforming it in ways that are personalized. (Lee & Von Colln, 2003 in Halterman 2013) have shown that the RAP Strategy can be utilized to increase the reading-comprehension skills of elementary-level, general-education students. Other research (Karbalaie & Amol, 2010; Munro, 2005 in Halterman 2013) have demonstrated that the RAP Paraphrasing Strategy can be used to improve the reading-comprehension skills of elementary and post-secondary ELs, respectively.

The investigation by Rinjani et al (2010) is about the effectiveness of using RAP Strategy in improving students reading comprehension at second grade of Junior

high school that consist of 30 students and it was an experimental research. The reading text was narrative text and used an essay test to measure the student's achievement. The result from that research showed that RAP Strategy is effective for teaching narrative text in reading comprehension, the students showed good response, comprehend the content of the passage and be more active in doing reading activities when they applied the strategy. So she suggested the RAP Strategy to help the students in improving their reading comprehension.

There are differences between these studies and the research that the researcher will conduct are, some of them using experimental research and did their studies and it is success, different with the research that the researcher conducted is using classroom action research. The material using in their studies is narrative text, same with the writer will use narrative text as a text to teach the students reading comprehension

Methodology

A. Research Design

The researcher used "Classroom action Research (CAR) as a method to apply Rap strategy. Action Research is one of research method that many teachers and inductors are familiar with at present development of educational sectors. It is a reflective process, a collaborative activity among colleagues who are searching for solutions to everyday, real problems experienced in the classroom, or looking for ways to improve instruction and increase students' achievement. (Manuputty and Souisa 2012, p. 1)

In this research, the researcher used two cycles and it is applied in one month. There are three meetings in each cycle when applying the strategy. The time that the researcher used is 2x45 minutes. In the first meeting the researcher introduced the strategy to the students. The researcher gave

the test for the students at the end of each cycle. Result of the test is used by the teacher and researcher to evaluate the student's progress. In the last meeting the researcher gave the questionnaire to find out students' perception about RAP Strategy. The teaching process is conducted by the researcher and using RAP Strategy. The teacher observed the researcher and the students in the classroom by using an observation sheet.

B. Setting and Subject of Research

The research is held in SMP Negeri 2 Dobo. The research takes place in Eighth Grade (VIII²) in the first semester of 2015/2016. The objects of the research are 28 students, who did not comprehend the text in reading comprehension. And the test used by the researcher is an essay test that consists of 10 questions.

C. Classroom Action Research Procedure. Planning

Planning contains the activities that the researcher prepared before implementing the strategy. These involved preparing the lesson plan and teaching materials.

- Preparing the Lesson Plan
The teacher and the researcher collaborated to prepare the lesson plan containing the materials for students. The researcher used Rap strategy in teaching to develop students' Reading comprehension.
- Teaching Materials
The teaching materials are from Erlangga for eighth grade, semester 2.
- Research Schedule
In this research, the researcher spent a month conducting this study. The time consists of 8 meetings, including test and questionnaire.
- The Criteria of Success

The research is considered successful and can be stopped if the subjects have fulfilled certain criteria. The criteria are:

1. The students' reading comprehension improved.

The improvement is proved by the students' test result. The students are considered successful, if they get the 'good' and 'excellent' level with a total score 70-100.

2. The students' opinion toward the Rap strategy.

It can be said success if the students give positive opinion through students participation in class activities when the researcher applies the strategy and their attitude when the implementation of the strategy itself.

Action

In this part, the researcher is collaborated with the classroom teacher when applied RAP strategy. The teacher will observe the researcher and students' activities in class by using an observation checklist. After each meeting the teacher and the researcher evaluate and discuss the students test result and their response toward the implementation of the Rap strategy.

Evaluating

The evaluation is done at the end of each lesson and the end of the cycle. It is used to measure students' improvement in reading comprehension. The purpose of evaluation is to assess students' performance as well as determining if the researcher should continue to the next cycle. The researcher decided whether the action achieved the indicator of success or not. If not, the researcher will move to the next cycle by improving and revising the next plan. In this stage, the researcher collaborates with the teacher to evaluate students' progress from the data.

Reflecting

The researcher and the teacher discussed and shared the result or the things that had been done in the implementation, it is impactful for the students, evaluating their success rate based on the application of the strategy. How far it helps students' improve their reading comprehension. The researcher and the English teacher also will discuss students' opinion especially to see how far the students reading comprehension improvement and as a determiner to continue to the next cycle.

D. Research Instrument and Technique of Data Collection.

The researcher used some instruments to collect the data; these are tests, observation checklist and questionnaire.

Test

The researcher gave a written test for the students to find out the students capability in reading comprehension. The model of the test is an essay test, it consists of 10 questions that are divided into 7 literal questions, 2 inferential questions, and 1 critical question. The test is used to measure the students' reading comprehension development. Regarding the criteria of success the researcher formulated a rubric assessment for measuring the student's achievement in reading comprehension which is identified into certain criteria. The basic criteria in this research are: First, students reading comprehension improved. The improvement is based on students' test results in which they could reach 'good' and 'excellent' level. Second, students give positive responses toward the implementation of this strategy. The positive responses can be described from the observation checklist and questionnaire result. Students reading comprehension categorize to be improved if 22 of 28 students (78%) in the class reach the 'good' and 'excellent' level with total score among

70-100. To assess the students reading comprehension test, the researcher use the following formula:

G ra de	Scor e	Categ ory	Description
A an d B	70 - 100	Good & Excell ent	<ul style="list-style-type: none"> ➤ Students are able to answer (7-10) including literal, inferential and critical questions. ➤ The answer are complete, students are able to answer based on the text with and collaborated with their background knowledge ➤ There are few grammar and spelling errors in the students' answers.
C	55- 69	Enoug h	<ul style="list-style-type: none"> ➤ Students are able to answer (5-6) literal, inferential and critical question ➤ A few number of answer are incorrect ➤ The answers are not complete. There are a few grammar and spelling errors in students' answers.
D	< 55	Poor	<ul style="list-style-type: none"> ➤ Students are able to answer (0-4) literal, inferential and critical question ➤ The answer are no complete all

			necessary are not support the information in the text
			➤ There are many grammar and spelling error in students answer
			➤ The answers are incorrect, confusing and not relevant.

Table1. Rubric Assessment for Reading Test

(adapted from Pennsylvania Department of Education Bureau of Assessment and Accountability 2006–2007).

The researcher use three formulas in analyzing the students test result and they were: 1. The numbers of correct answer of the students result of the test are counting by using the formula;

The number of questions	Score of each number	Point
6 Literal	8	6 x 8 = 48
3 Inferential	9	3 x 9 = 27
1Analytical/Critical	25	1 x 25 = 25
Total		100

2. In analyzing the test result, the writer will use formula.

The formulas by Masnur Muclish (2009). It is used to find out the total score of students' correct answers.

$$\text{Total score} = \frac{\text{Students correct answer}}{\text{Total number of items}} \times 100$$

Observation Checklist

The researcher prepared the list of questions to observe the classroom situation and find out the details of activities during the

implementation of the strategy. It is about pre activities, whilst activities and post activities. The Observation checklist is used to monitor the students' activity in the class or in the learning process. In this section, the researcher could observe and monitor the teaching learning process by the result of the observation checklist. In every meeting, the researcher observed the student's attitude and student's performance to find out the progress or the teaching and learning process during the implementation of the strategy.

Questionnaire

Questionnaire as an instrument is written in a list of questions that have to be answered by the students. The instrument will be given to all students in the class in order to get information about their opinion about the implementation of Rap strategy. To analyze the result of the questionnaire, the researcher used a formula based on Sudjana (1989). The formula is:

$$P = \frac{F}{N} \times 100$$

Note:

P : Percentage

F : Frequency

N : Number of Respondent

100% : Constant Number

Result

The researcher did the research in two cycles. Every cycle consisted of six meetings which include the test at the end of each cycle. The type of test is an essay test which consisted of ten comprehensive questions.

A. Result of First Cycle

On May 10th, 13th, 17th and 21th 2016 the Researcher conducted the first cycle at class VIII² of SMP Negeri 2 Dobo and were participated by 28 students. In the first

meeting, the researcher brainstormed students by asking them, what they knew, about narrative text. After that, the researcher explained about what are narrative text purposes, language features and generic structure of the text. Moreover the researcher introduced RAP strategy and the application for the students. RAP strategy consists of Read, Ask, and Put. In the part of Read point, the researcher asked students to read the text carefully and find out unfamiliar words in the text. Then, in Ask point, the researcher asked students to make questions in their mind just like a prediction question about the text related with who, where, when, what and how. The last, input point, the researcher asked students to find the detailed information by themselves because it will help them to find the answer of the questions. After the researcher explained about the steps of the strategy, the researcher gave them text to practice, then ask them to find the unfamiliar words and its meaning, and teach them how they can make the prediction question related with who, where, when, what and how questions. When they practiced the steps of RAP strategy, the researcher gave them questions of the text to check so far they comprehend the text. After they finished their task, the researcher discussed the answers with the students. In the second and the third meeting, she re-explained about the strategy and gave a worksheet to the students while in the end of the learning process she evaluated the material with the students. In the last meeting, she conducted a test of the first cycle.

Students' achievement in the first cycle explains the result of students' tests, shows that 17,85% of the students /5 students standing in "excellent" level, while 25% of the students/7 students placed in "good" level, 14,28 % of the students /4 students predicated in "enough" level, while the rest 42,85% of the students /12 students

qualified in "poor" level. Having analyzed the students' test result, the researcher found that there were problems in this cycle. Based on the result of the first cycle, it can be concluded that the application of RAP strategy had not worked effectively because the result of students' achievement had not reached the indicator of success.

B. Result of Second Cycle

Based on the first cycle result which showed that the implementation of the strategy was not working effectively yet because most of the students were not indicating their improvement in reading comprehension. It is proved in their test result that most of them were standing at a poor level. So, the researcher decided to do the second cycle.

The second cycle was held on August 29th, 31th, 1st, and 10th September 2016. The improvement of students' tests was done based on revision that the classroom teacher and researcher made. After making the revision the test result showed good improvement of students' achievement compared to the test result of the previous cycle. The classification level of students' achievement is still the same, such as; excellent, good, enough and poor.

There were twelve students who reached score 85-100 counting for 42,85% and standing in 'excellent' level. They got excellent level, because they comprehend the text then they could answer (8-10) including, literal, inferential and analytical questions. The students' answers are complete and their answers collaborate with their background knowledge, then there is no spelling error in the students answer.

There were ten students who stood in 'good' level because they could score 70-84 counting for 39.28%. The students could get good grades because they are able to answer (7-8) including, literal, inferential and analytical questions. Their answers are complete with the detailed information of

the text so there is no spelling error in the students' answers.

There were also three students who stood in 'enough' level with scores 55-69 counting for 10, 71%. The reason why they get enough level is because they are able to answer (5-6) including, literal, inferential and analytical questions. There are a few answers that are incorrect, because answers are not complete, there are a few grammar and spelling errors in students' answers.

In 'poor' level, there were also two students who only reached a score less than 55 counting for 7.14%. They got poor because they just answered 1-4 including, literal, inferential and analytical questions. Then their answers are not completed and not supported with the content of the text. Then there are many grammar and spelling errors in their answer. Then the answers are incorrect, confusing and not relevant with the text.

C. The Result of Questionnaire

The questionnaire was designed by the researcher to gain the data, especially about students' responses after implementation of RAP strategy. This instrument consists of 10 questions which are divided into some general questions related to reading and also some particular questions related to RAP strategy. The type of questionnaire was a close and open question in which there is 'yes no' The result of the questionnaire showed that there were 25 students (100%) liked English lesson using the RAP strategy. Next, 28 students (100%) agreed that RAP strategy is a new strategy for them.. Afterward, 26 students (92,85%) responded that the steps of RAP strategy were easy to follow, while 2 students (7,15%) stated that the steps of RAP could not help them in comprehending the text. Moreover, 28 students (100%) stated that this strategy helps them to be more active in the learning process. Besides, 28 students (100%) told

that they understood well what they will do in using RAP strategy. Furthermore, 28 students (100%) stated that they felt easy when following the RAP strategy. Next, 25 students (100%) stated that RAP strategy could help them and made them active in the learning process. Then, 25 students (92,85%) agreed that they were happy because RAP strategy helped them in increasing their reading comprehension and 3 students (10,71%) agreed that they were unhappy because RAP strategy could not help them in increasing their reading comprehension. Moreover, 28 students (100%) agreed that this made them happy when applied in the learning process. In addition, 25 students (100%) wished that RAP strategy could be used again in the learning process in order to help them to understand reading material. The result showed that almost all questions got positive responses from the students. It also showed that students' reading comprehension improved by using this method.

D. The Result of Observation Checklist

In collecting the data in this research, the researcher also used an observation checklist as one of the instruments. Observation checklist was used to see the implementation of the strategy in the teaching learning process in every meeting of each cycle.

To fill the observation checklist, the researcher discussed with English classroom teacher, and both researcher and teacher decided that the teacher played as the observer to observe the researcher during the teaching learning process.

Based on the observation checklist filled by English classroom teacher showed that the steps or passes in implementing the strategy was done well by the researcher. The teaching learning process was done step by step and it began from pre until post activity. The students also had a good response in the teaching learning process, it showed by their

attitude toward the implementation of the strategy which they were active, enthusiastic and enjoyed in doing the steps of the strategy.

Discussion

Based on the result of this research and the data collected, showed that the students had good improvement in comprehend the text, in case answering comprehension questions. It can be seen from the benefit of implementing RAP strategy in teaching reading comprehension.

A. The Benefit of Implementing RAP Strategy in Teaching Reading

RAP strategy is one of strategy that helps students in reading comprehension, particularly in answering questions related to the text. RAP strategy has many benefits for both teachers and students. This strategy helps students to gain the information from the text.

RAP strategy also helps students to understand a whole text, because this strategy has some steps or passes which the students should take through the step or pass to understand a whole text. It made the students easy to understand the text, because they had to learn the text step by step.

The first step is **Read** a paragraph silently. The teacher says, "As you read, be sure to think about what the words mean."

The second step is **Ask** yourself the following question: What were the main ideas and details of this paragraph?

The teacher defines the main idea (the general subject covered in the paragraph). The teacher defines the details (bits or pieces of information related to the main idea). The teacher describes how to locate the main idea. He/she says, "To locate the main idea, you will need to ask yourself some questions and look through the paragraph. The first question you should ask yourself is: What is this paragraph about?"

The teacher says, "You should answer this question with this statement: This paragraph is about." The teacher describes how to locate the details. He/she says, "The details are what's left in the paragraph after you've named the main idea. They are the facts you think you'll need to remember for a discussion in class or for a test."

The last step is **Put** the main idea and details in your own words. The teacher says, "When you put the information into your own words, you are making the information your own. You are changing it so that it makes sense to you. This helps you to remember it. To put the information into your own words, look away from the paragraph and then make one statement about the main idea of the paragraph. Next, tell about all the details you can remember. Make sure you include at least two details related to the main idea.

On the other side, RAP strategy is also efficient for teachers. This strategy helped the teacher in teaching reading which the teacher can teach students with a new strategy in the classroom. This strategy can be applied in a whole class even in a small group. It will create a good atmosphere during the activity in the classroom.

B. Students' Improvement after Implementing RAP Strategy.

In the teaching reading process, the researcher found that some students had difficulty in reading, particularly in comprehending the text. They could read the text, merely sound the words in the text without understand well about the text or can be conclude that they had not comprehend the text, and it means that they reading for nothing, because they did not understand about what is the text about, then they could not answer the question correctly based on the text.

In implementing RAP strategy, the researcher tried to help students to read and comprehend the text. In the first meeting of the first cycle, the researcher introduced the strategy for students and showed how it works. Then, in the second until third meeting, the researcher allows the students to work with the strategy. The researcher gave the different text in each meeting for students and directed them to do some steps of RAP strategy, such as read the text, ask themselves what were the prediction questions based on the text, put or rewrite their prediction questions and answer.

In each meeting of the first cycle, the students practiced to comprehend the text by implementing an RAP strategy, and then answer some questions related to the text. When the test was first cycle, the researcher gave a little long narrative text and asked students individually to answer the question related to the text. Unfortunately, the students' achievement was not satisfactory, because only 17,85% of students who reach high score, but most of them, about 39,28% could not reach high score, they just got low score.

Then, the researcher was done with the reflection to find the problem in the first cycle that influences students' achievement. In fact, the problem was the students could not understand well about the second pass of the strategy, especially in making prediction questions and in finding unfamiliar words in the text. It was hard to find the meaning of unfamiliar words, because there were too many unfamiliar words that they had found in the text. The other cause was about the text.

In practice, the researcher gave short narrative text, but in the first cycle, the researcher tried to give a little long text, and it made the students confused to understand the text. Then, the researcher decides to continue to the second cycle, which focused the students on practicing them in making

prediction questions to find unfamiliar words in the text and its meanings. The researcher also provided more time for practice and gave only short narrative text.

The students' achievement in the second cycle showed the improvement. It is proven in their score of the test. Most of them could reach high scores, with 42,85% students in 'excellent' level and 39,28% students standing in 'good' level, 10,71% 'enough' and 'poor' level counting for 714% students who only reach low scores.

The students' score in the second cycle showed that students' achievement had improved from cycle to cycle. It means that the strategy had proof that helped the students to comprehend the text. The steps of this strategy are also easy to implement. The strategy made students more active in classroom activity, because through this strategy, they could share their ideas in group, practiced to make questions and also learn about unfamiliar words and its meanings, they were motivated to read more English text, and most important is they could answer the comprehension questions.

All of these, made the students could improve their reading comprehension, and it was described in students' responses toward the implementation of RAP strategy according to questionnaire that was given by the researcher, and also observation checklist that was filled by the teacher which showed the students had good responses during the teaching learning process.

4.2.3 The Responses of Students after the Application of Reciprocal Teaching Method. After applying RAP strategy, the researcher then gave the questionnaire for the students. The questionnaire is used to know the students' responses towards the implementation of the strategy. Furthermore, the result of the questionnaire showed the students' positive responses towards the implementation of this strategy. Based on

their comments on the questionnaire, all of them liked to use RAP strategy in learning reading because it was an interesting way to work cooperatively and to help them in understanding reading materials. They stated that this strategy can help them to involve actively in the discussion process. Moreover, they also hoped that this strategy can be used again in order to help them in understanding the text.

Conclusion

After conducting the research within two months, the use of the RAP strategy, in fact, can increase students' reading comprehension. By implementing it, the students can actively take part in the discussion process, get a chance to explore their opinion and be independent learners. As a result, they are motivated to work in the discussion process and can help them to comprehend the text.

Besides, the most important point is the students successfully reach the criteria of success in the research. It can be seen through their scores from the first cycle until the second cycle. The students who gained low scores in the first cycle had changed their scores in the second cycle as targeted in the criteria of success. Furthermore, they have positive responses towards the use of RAP strategy. Based on their comments in the questionnaire, they expressed that they were keen on learning to learn reading by using RAP strategy.

In sum, the researcher concludes that using the RAP strategy succeeded in increasing students' reading comprehension at the VIII² grade of SMP Negeri 2 Dobo.

Suggestion

The teacher in the school can start applying RAP in teaching English subjects. It can be used to help students to be more active in the learning process because each student has their own role in running the discussion.

As a result, all the students can work cooperatively and it can help them to comprehend the text.

This research can be a reference for the future researcher who wants to do the research in the same or different field. The future researchers can apply this strategy in different levels of students either elementary school, junior high school or senior high school. Moreover, the future researcher can try by using other text like report text, descriptive text, hortatory text, expository, etc.

REFERENCES

- Alyousef, H. S. (2005). Teaching reading comprehension to ESL/EFL learners. The reading matrix .Vol.5. No 2. Retrieved from :<http://www.readingmatrix.com/articles/alyousef/article.pdf>
- Community Collage Charles J. Meder Library, State University of New York, New York (2017) and American Psychological Association (2017).
- Gagen, R. M. (2007). Common reading problems. How to identify common reading problems and target instruction to help struggling readers develop necessary skills. Retrieved from: <http://www.righttrackreading.com/readproblem.html/>
- Hagaman,T. P.,Luschen, K.,Reid.R , (2010).The Rap on Reading comprehension: Teaching exceptional children. Retrieved from: https://faculty.unlv.edu/rebelinduction/Instructional_Practices_files/The%20Paraphrasing%20Strategy%20325T%20Website.pdf

- Halterman ,T.Jr. (2013). Effects of Rap Paraphrasing and semantic-mapping strategies on the reading comprehension of English learners and fully English-proficient students with mild-to moderate learning disabilities, San Fransisco. Retrieved from: <http://repository.usfca.edu/cgi/viewcontent.cgi?article=1084&context=diss>
- Healy, C. (2002). Reading : what the expert say. The lowdown on the national reading panel.
- Hughes,C. A (2011). Focus on exceptional children: Effective instructional design and delivery for teaching Task-Specific Learning Strategies to students with LD. Vol.44 No.2. Love publishing company. Retrieved From: <http://precisionteachingpodcast.podbean.com/mf/web/7ptn2v/70235641.pdf>
- Khand, Z. (2004). Teaching reading skills : Problems and suggestion. Retrieved from: <http://www.bzu.edu.pk/jrlanguages/Vol-5%202004/Ziauddin%20Khand-4.pdf>
- Koeak, M. (2011). The types of reading and exercises for teaching reading. Retrieved from: http://www.e-osnova.ru/PDF/osnova_10_0_696.pdf
- Manuputty, R. & Souisa. Th. (2012) Research methodology: supplement materials for Students in English study program. Unpublished, Pattimura University, Ambon, Maluku., Indonesia.
- Mazna (n.d). Teaching writing narrative text by using cognitive strategy instruction in writing (CSIW) strategy at senior high school. Retrieve from: <http://ejournal-s1.stkip-pgri-sumbar.ac.id/index.php/inggris/article/view/732>
- Mcnamara, D. S. (2009) The importance of teaching reading strategies. Perspective on Language and literacy. The International Dyslexia Association. Retrieved from: <http://www.TeachingReadingStrategies-McNamara.pdf>
- Mikulecky, B. S. (2008). Teaching reading in a second language. Pearson Education. Retrieved from <http://www.longmanusahome.com/images/stories/monographs/FINAL-LO%20RES-Mikulecky-Reading%20Monograph%20.pdf>
- Muslich, M.(2009). Melaksanakan PTK itu mudah, Jakarta: Bumi Aksara
- Pang, E. S., Muaka,A., Bernhard, E.B., Kamil,M.L (2003). Teaching reading educational practices series. International bureau of education, Geneva. Retrieved from: <http://www.ibe.unesco.org/publications/EducationalPracticesSeriesPdf/prac12e.pdf>
- Parent Educational Advocacy training center. Retrieved from: <http://www.peatc.org/Fact%20Sheets/reading.pdf>
- Pennsylvania Department. (2006-2007). The Pennsylvania system of school assessment. Reading item and scoring sampler grade 7. Retrieved from: http://maryidefalco.com/reading%20site%20reconnected/reading_language_arts_primary_teachers_2/5.Assessment%26_Rubrics_Reading.html
- Rinjani, I. M.,Sutarsyah, C., Hasan, H. (2010). The effectiveness of using RAPQ technique in improving students reading comprehension. Retrieved from: <http://download.portalgaruda.org/article.php?article=287691&val=7230&title=the%20effectiveness%20of%20using%20rapq%20technique%20in%20improvin>

[g%20students%C3%20readig%20comp
rehension](#)

- Sudjana, M. (1989). Proses belajar mengajar. Bandung: CV. Remaja Karya
- United States Department (2010). Doing what works: Teaching reading comprehension strategies and selecting appropriate text. Retrieved from: <http://dwwlibrary.wested.org/media/teaching-reading-comprehension-strategies-and-sele>
- Woolley, G. (2010). Reading comprehension. Assisting children with learning difficulties. Retrieved from: www.springer.com/.../9789400711730-cl.pdf